

New York School Journal.

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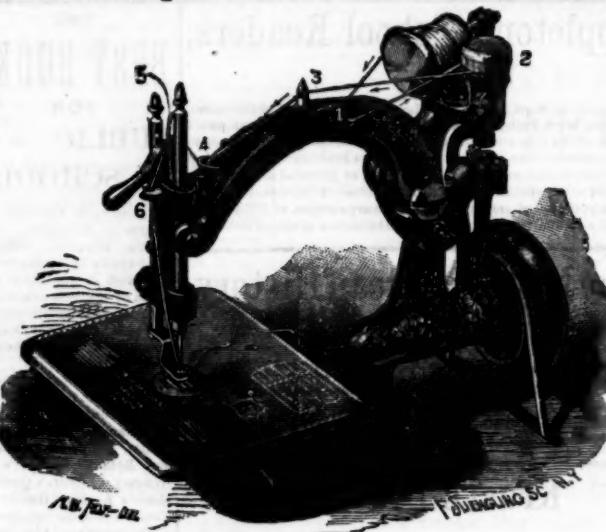
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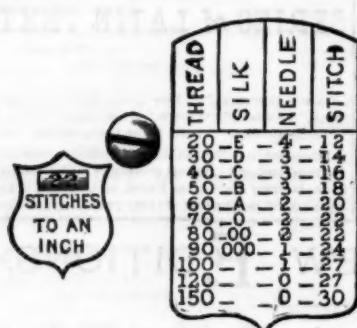
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New York, May 22, 1880.

THOSE who get sample copies will please read "A Few Words."

Removal.

The office of the N. Y. SCHOOL JOURNAL, The TEACHERS, INSTITUTE and the SCHOLAR'S COMPANION, will be removed to No. 28 East 14th street. All communications should be addressed to us there. And there we shall be happy to welcome our friends and the friends of education.

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An Educational Agency.

The junior member, (Mr. W. F. Kellogg) of our firm will open an "Educational Agency," at No. 28 East 14th street. The intention is to put first class teachers into communication with schools, and to assist schools to obtain first class teachers. We believe it will be the beginning of an important and useful work.

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SUP'R. JASPER has exhibited a courage that entitles him to praise. He means that intemperance and immorality among the teachers shall not be shielded. The competent and faithful are assured of protection. This warns the worthless and stimulates the modest. Mr. Jasper is believed to be the right man in the right place. Brought up

in the system, he understands it thoroughly. He is a graduate of the Public Schools and of the City College. He has held every position from that of a subordinate to the Principalship of the Evening High School, and in every position he has been successful.

We have been shown by Mr. David H. Knapp the Veteran Trustee of the 12th Ward, a blank concerning "incidental expenses," which he is required to fill out for each of the 14 schools in his ward, which we must confess for minuteness of sub-division and infinity of detail surpasses anything we ever saw or heard of. To fill out each blank, requires several days of patient forecast and when we reflect that there are fourteen of them the calculation becomes formidable if not overwhelming. And it is all of no use after all. We must remember that the trustees receive no pay and their arduous duties should be made lighter instead of more burdensome. If the Trustees of the 12th Ward, who are the appointees of the Board, men of experience and integrity, can not be trusted to expend the trivial sum of \$4,000 upon the multiplied repairs of 14 school houses, without this petty and irritating system of espionage, then they are unworthy of their high positions and ought to be superseded. There should be a greater confidence between the Commissioners and the Trustees. Do not seek to discourage the latter by imposing upon them absurd and impossible tasks. Such men as Mr. Knapp are worthy of all confidence.

These blanks are the invention of Commissioner Watson. He ought to get a patent on them. It would be far better to have a bell-punch; and every time a dollar is spent to "punch with care."

The Ohio Educational Monthly says: The great difference in the qualifications of teachers is, no doubt, the cause of the many attempts to establish school journals to meet their various wants. Every attempt has its influence. No school journal that has ever been started has been so weak that it has not been worth its subscription price to some of its readers. The saddest thing in school journalism is the fact that the journals are so short-lived. Some one has said that the average age of school periodicals is about three and one-half years. In view of this lamentable fact we are compelled to exclaim mentally when a new educational or teachers' journal comes to our table, "BORN TO DIE!!" This sad exclamation applies to the beautifully-printed, vigorous and good, as well as to the poorly-printed and feebly good.

The cause of this mortality is the indifference of the teachers. There is not an educational journal but is well worth its subscription price. Some, ten times their price. But there are so many young girls who only teach to while away the time until they can marry, and who look on every dollar they spend as so much taken from the spring bonnet, that educational journals have a hard time, generally.

In Brooklyn, a few years ago, Mr. J. Y. Culver published a very handsome educational, but after sinking five or six thousand on it, he was compelled to stop. The lady teachers praised it—but did not subscribe for it. This is the way they treat educational papers over there. When Mr. Beecher calls for more salary, they clap their hands, but they mean to apply not one cent to increase their skill as teachers; it will all go to swell the amount paid for millinery bills—with a few exceptions. Alas, poor Brooklyn!

Mal-Teaching.

A very interesting case was lately tried before the Supreme Court of this city. Judge Van Vorst presided, and there was a jury to listen. The plaintiff, Thomas Brooke, stated that in 1873, he bound himself to serve for three years Neal O'Donnell and Hugh O'Donnell, who guaranteed to teach him all the branches of the cooping trade. He averred that after three years' service, he has only learned what is termed "loose" cooping, and that he has never been taught what is known in the trade as "tight" cooping, or work on barrels that require to be waterproof. The jury returned a verdict for the plaintiff for \$150.

Now, the trouble was that those teachers did not understand how to teach. They were let off easily. But how

many a young man can aver that he has been taught so poorly that he cannot do any thing first-class. Has he not recourse against the Board of Education? Are they not employing many a person who is doing what cannot be identified with the name of teaching?

Things that Should be Known.

The name and address of any really first-class teacher who doesn't subscribe for an educational journal; also of those trustees who really would, and yet who know nothing of education, know a good school when they see it. Also of those educators (?) who have made it a business not to know any more than they did when they got their certificates.

Here is food for the educators (?) who won't read an educational journal. Prof. Max Muller says there is to be a bi-weekly journal devoted to the Sanskrit literature. It is to be supported by those who want to learn the history and philosophy of this old language. Now, that journal will be subscribed for and paid for and supported. All interested in Sanskrit will take it; and all interested in education will take an educational journal. Just so.

Schools are for the Children.

This primal principle the people must be roused to perceive. Either the dry bones now in the schools must live or they must be carted out of the way. Consider the real state:

1. There are tens of thousands of men and women who want to earn money by what they call teaching.

2. There are thousands of school officers who are set to watch over the interests of the children, who admit to the school-room these tens of thousands of men and women who want to earn money by what they call teaching.

3. There are millions of children who suffer all their lives long, yea, on into the world to come, from the readiness of these school officers, who are set to watch over the interests of the children, to admit to the school-rooms these tens of thousands of men and women who want to earn money by what they call teaching. Against this protest must be made constantly and continually. It must be protested against in behalf of the children who have the right to be educated, not crammed with the stale crumbs of knowledge. They are unable to take their own part; they know not that apprentices, bunglers, untrained, unsympathetic, and unfit persons are set over them. They "toe the mark;" they sit so "that pins can be heard to drop;" they breathe impure air as they sit for hours on uncomfortable benches; they strain and spoil their eyes—all under the direction of one of these persons who has "gone into teaching" solely and wholly to earn a few dollars, who will, when this accomplished, have no further interest in childhood, who never sought the school-room: because he had any interest in it.

All over the land this farce is being enacted. Grave Commissioners of Education meet and pass by-laws and adjourn, without touching this point at all; they portion out millions without asking. Does this procure us *educators*? Trustees appoint untrained teachers as a matter of course. They say the swallow builds just such a nest as she did when she came out of the ark. The Trustee has advanced no faster than the swallows; he seizes the first sticks and stones he can find and makes teachers of them.

We protest against this in the name of the children. It may seem to be a novel, yea, and an unpractical theory—that only the skillful, the trained, the fertile-thoughted, the apt-illustrator, the progressive-minded should teach children. But is it? No, it is not. Every body knows it is not. It is time this huge wrong came to an end. *It must end. It shall end.*

Ali who are silently or actively helping on this wrong are guilty of *conspiracy against childhood*.

Let the end come of employing unemployed, untrained, unprepared, unskillful, unthinking, unprogressive, and unsympathetic persons in the school-rooms.

Teachers and teachers only for the schools—for the schools were made for the children.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

A Pleasant Lesson.

By ALPHA.

I suppose all the readers of the SCHOOL JOURNAL are acquainted with the very original "School Room" department of the SCHOLAR'S COMPANION. My pupils are intensely interested in the monthly questions and answers in this corner—if so it could be called. One of the queries answered in the April number, created more than one pleasant lesson for teacher and pupils. It was this: "What battles have been related in or made the subject of poetry?"

Many of my boys and girls examined collections of poems, readers, bound volumes of magazines, etc. Then all put their lists together and made a grand total. This they handed to me to look over, and I advised them to strike out the unimportant battles, and the poems by unknown writers. This led to discussions upon what were the most noted battles and who were the best writers. A few minutes every day were given to considering this. I requested a scholar to read the poem, then another to tell when the battle took place, another the date, another the author's name and birthplace, and so on. We had lively times over this question, for my pupils liked the stirring expressions in "Bannockburn," "Fontenoy," "Bunker Hill," and the other battle pieces. This led us to talking about the cause of these battles, the condition of the country at the time, the rulers, and the deeper we went the more interested we grew, for I had no formal recitations. If we were not sure about anything, I requested them to make a note of it in their blank-books, and find out for the next day.

In telling this to the teachers, I must also add my thanks to the Editor of the SCHOLAR'S COMPANION for giving myself and my class, through Question 66, much entertainment.

The Study of Mathematics.

Some appear to think that the only object of Algebra is to solve difficult problems, to obtain the roots of equations of the third and higher degrees, to discuss the Diophantine analysis, &c.; matters which of themselves, are of little value in the present state of scientific inquiry. They forget that Algebra is the most complete and comprehensive language in the world—a language which is universal—which is the key to the higher branches of science, and which will ultimately unfold the profoundest mysteries of nature. And consequently, regarding it in this inferior light, they omit the better part of its character when they are training their pupils in this important branch of mathematics. To illustrate this assertion, mention the following instance. A lad could clear equations of fractions, transpose, reduce the similar terms and obtain the value of the unknown quantity, like any conjurer. Indeed, he had been considered the best scholar at the school from which he had passed; and from his deportment and self assurance, no doubt could exist that, in his own estimation, he knew as much of Algebra as his instructor did, if not a little more. I gave him the old problem, which happened to be in his lesson for that day:

"A cistern containing sixty gallons, can be filled by three pipes; the first can fill it in one hour, the second in two hours and the third in three hours. In what time will the cistern be filled when all the pipes are open at once?"

I had barely finished reading the problem when he had it solved on the blackboard. I examined his work which stood thus:

Let x = the time.

$$\begin{aligned} \text{Then } x + \frac{x}{2} + \frac{x}{3} &= 60 \\ 6x + 3x + 2x &= 360 \\ 11x &= 360 \\ x &= 32\frac{8}{11} \end{aligned}$$

The following conversation then took place between us: What does x , the first term in your equation represent? "The time!"

"What does x divided by two indicate?"

"Half the time!"

"And x divided by three, what does that mean?"

"One-third of the time!"

"Where do you get the sixty?"

"That's the sixty gallons?"

"The sign of plus between the terms in the first member, what does that indicate?"

"That the terms are added together!"

"And the sign between the two members, what does that show?"

"That the two members are equal to each other!"

At this moment the young man's patience was nearly exhausted. He had been severely tried and could scarcely conceal his disgust at the silly questions with which he had been annoyed. I paused for a few seconds in hopes that he might, by reflection, discover the object I was aiming at, and then remarked:

"You have a time, half of a time, and a third of a time added together, equal to sixty gallons; this measuring time by the gallon is something new to me, where did you learn it?"

The lesson which was given to him that day, although momentarily painful to his vanity, was, without doubt, one of the best lessons that he had ever received. I awakened thought, and led him to understand that every equation has an interpretation—that it is, in fact, the algebraic enunciation of some problem, and not merely a mathematical puzzle which he was required to disentangle by artificial rules.

At his recitation in Geometry the student should not be permitted to finish his diagram before he begins the demonstration, but the construction and argument should proceed together, and no line should be drawn until it is absolutely wanted. The task may be hard to him; the subject may, at first, be uninteresting; but if he perseveres, he will be improved both intellectually and morally by the journey; he will be engaged in the study of demonstrable truth, which will excite and cultivate the best habits of his mind. Next to inspired truth, the truths of pure mathematics furnish the grandest materials on which the human mind can exercise its powers; and no one can be employed for any length of time in their contemplation, without becoming fascinated with their beauty.

Mental habits grow from seeds which are generally planted in youth. These habits become fixed by the trains of thought in which we indulge in early life. Hence the study of pure mathematics has an important influence in forming the moral as well as the intellectual character of the young. The man may forget every proposition in geometry which in the youthful days cost him so much labor and patient thought; he may not be able to recall the simplest deduction or the plainest corollary; still if the love of truth remains as a constant habit, he will have acquired a treasure more valuable than gold!—PROF. G. B. DOCHARTY.

Lectures for Scholars.

Lectures for children may be made very profitable to them. They are hungry for information, absorbent of facts, and may be as much pleased with a talk on zoology, or the making of cutlery, including jack-knives, as with the exhibition of Signor Blitz, and his learned canaries.

Last winter, the following course of lectures was given in the school-room of the writer:

One of the clergymen of the city—an accomplished scholar—lectured on *Astronomy*. In his lecture, he endeavored to make plain, to youthful understandings, the causes of night and day, of the seasons, of eclipses, and of the tides. He talked learnedly, yet clearly, of the moon, and exhibited the various theories concerning *aerolites*. He did not overwhelm his audience with the full grandeur of the subject, but picked out the parts most likely to interest and profit children.

A physician talked, on another evening, on *Physiology*. He made the subject practical, teaching his audience the advantages of "sitting up straight," of eating slowly, of breathing pure air, of developing the chest and lungs. His lecture was eminently instructive and useful.

A railroad engineer came next, who lectured on *Railroads and locomotives*. He explained the principles and processes of road-making, including bridge-making, in which part he narrated the wonderful construction of the *Suspension Bridge at Niagara Falls*. He gave us the history of the locomotive, the improvements of various inventors, and the construction and action of locomotive engines. His lecture was illustrated by drawings and black-board sketches, and was extremely interesting.

A fourth lecture was upon *Electricity*, given by the writer, assisted by a brother-teacher of the city. Our apparatus comprised (when united) almost everything manufactured by Chamberlain, of Boston, and our experiments were full and successful. One of us did the talking, the other the experimenting, and the boys and their friends were instructed and delighted.

A gentleman of remarkable mechanical abilities, the inventor of several useful machines and applications, gave lectures on *Machinery*, especially the operations of all kinds of steam-engines. Experiments were made illustrating the properties and powers of steam; the history of steam and its application to machinery, were very thoroughly given, and the lectures were a decided success. An attractive feature of the entertainment was a working model of a steamboat-engine, and the high-pressure engine of a flouring-mill.

The illness of a lawyer prevented his delivering a lecture on *Laws and their operations*. He intended to read and explain the *Constitution of the United States* and of our own state, our laws and penalties, the modus operandi of elections, and the details of municipal government. His inability to give this lecture was much regretted.

These lectures, together with others given by the writer, on various subjects, occupied nearly the whole of the winter. They were attended by my boys, and many of their parents, sisters, and other friends, and were listened to with the greatest interest. They gave character to the school; they evinced the endeavors of the teacher to make his school the best he could.

I subjoin a list of subjects for lectures and talks:

Air, Electricity, Railroads and Locomotives, Travels, Physiology, Life at Sea, Cotton, Laws, The Indians, Physical Geography, Pneumatics, Glass, Printing and Bookmaking, Gas, Chemistry, Photography, Geology, The Metals, What we eat and drink, India-rubber, What we wear, Elections, The Steam-engine, Machinery, Architecture, Philology, Technology, Gold and Silver, Fire-arms, Cutlery, Heat, London, Paris, New York, Water, The Telegraph, Astronomy, General History, Biography, Ships and Steamers, Iron, Painting and Sculpture, Zoology, Italy, The Revolution, Nineveh, Artificial Teeth, Japan, Central America, Arctic Explorations, Islands, The Bible, Hunting and Fishing, California, Australia, Engraving, Volcanoes, The Trades, Underground, Whaling, Politics, Boys.—From Root's School Amusements.

Integral Education.

At one time some parents complained that the Institute was not furnished with such school apparatus for illustration as they had expected, and they visited the Institute, resolved to remove the children to a college of note which they had visited.

They happened to be present when the subject of tides was up for consideration. As I went to the exercise I provided a few straight wires a foot long, and two or three circles of wire of different diameters, that we might have means for them to use in illustration. I also selected some potatoes, large and small, and laid the whole on the table, only thinking they might help to make the exercise interesting to visitors.

Carefully concealing my own convictions I lead each pupil to explain and defend his own opinions as clearly as possible, not expecting any special or peculiar interest. But the presence of these parents undoubtedly interested all. A son of one of them who was unusually keen to observe, and decided in his convictions, seemed especially earnest in his explanations. I drew him out all I could, expressing some doubt on points he had made reasonably clear, and asking such questions as a young pupil would be likely to ask. Stimulated undoubtedly by his father's presence, he met every doubt, till suddenly he rushed to the table and wires and potatoes rapidly became orbits and axes—earth, sun, and moon. With these he gave explanations of the points under consideration. I saw that this met the main point of the parent's objection to the school, and said: "This is the 'school apparatus' in this Institute." And they must have seen the value of these original illustrations, for they left for their homes next day and the children remained in the school they had always enjoyed. But here let me add that though these parents saw clearly certain advantages, they by no means realized the important relation they bore to integral education. Nor could they or the average parent at that time contrast such an exercise with mere memorizing. A hundred teachers to-day in New York and Boston are unable to do their best (because original) work because they must adapt themselves to specific rules of committees and governing boards, and these in turn cannot be far in advance of the average thought of the community.

Shall I say nothing of our garden, the products of which were the main attraction at the country fair. How can I

forget that as soon as my hot bed was prepared, two boys asked for a sash from the wood-shed window that they might try their hands. And the interest spread till the number of hot beds was limited by the number of sashes that could possibly be spared.

Then some let their plants burn up as soon as they were started; others opened their beds and forgot to close them at night, and losing some varieties by frost learned that some plants are more hardy than others, and bear slight frost without injury. Others failed to water, or watered too much. But whatever the experience it was valuable to all, for thereby they learned the habits of plants and principles of agriculture, often more by failure than by success, and interest in other features of the work increased.

The little workshop, too, though limited, was full of interest. I have seen slender girls using tools, with decided advantage to character as well as health, while fashioning a shelf or a box. And boys vied with each other in some elaborate structure. Boats were constructed fifteen or sixteen feet long, the pupil doing every part of the work, even to calking and painting. And in one instance a boat was planned, propelled by paddle wheels turned by a crank forged according to pupil's order.

Our sessions were never more than an hour, and continually varied, except that for current events and news from daily journals and the question hour. No question was answered by teachers, but all recorded and read in order to the whole school for their consideration and answer, and those often led to the formation of classes and study of special branches.—*Ideal School*.

Pestalozzi.

(*Extracts from how Gertrude teaches her children.*)

"As far as I am acquainted with public instruction, it appears to me like a large house, whose uppermost story shines in the splendor of highly finished art, but is occupied by only a few. In the middle story is a great crowd, but the stairs by which the upper one may be reached in an approved and respectable manner are wanting; if the attempt be made in a less regular way, the leg or arm used as a means of progress may be broken. In the lower story is an immense throng of people, who have precisely the same right to enjoy the light of the sun the same as those in the upper one; but they are left in utter darkness, and not even allowed to gaze at the magnificence above.

"A man who has only word wisdom is less susceptible to truth than a savage. This use of mere words produces men who believe they have reached the goal, because their whole life has been spent in talking about it, but who never ran toward it, because no motive impelled them to make the effort; hence, I come to the conviction that the fundamental error—the blind use of words in matters of instruction—must be extirpated before it is possible to re-suscitate life and truth.

"It is the main design of my method to make home instruction again possible to our neglected people, and to induce every mother whose heart beats for her child, to make use of my elementary exercises. To do this, she must be in advance of the child. My heart is lifted up by the blessed hopes which spring from this idea. When I first expressed these hopes, I was answered from all sides, 'The mothers will not approve.' Not only uneducated men, but those who teach—who teach Christianity—said to me scoffingly: 'You may search all our villages through, but you will find no mother who will do what you require of her.' To this I answered: 'Then I will, by these means, enable heathen mothers from the farthest north to do it. . . . If these men dare wash their hands of the blame, and say, 'We are guiltless of this inexpressible shame of the people in peaceful Europe; we are guiltless of this unspeakable disgrace of the best natured, most teachable, and patient of all European nations, the Swiss; we and our fathers have done what it was our duty to do, to prevent this decay of the first foundations of morality in our father-land'—then will I advise them to cry out to those unnatural mothers, in the spirit of Christ's appeal to Jerusalem, mothers, mothers! how often have we wished to gather you under the shelter of wisdom, humanity and Christianity, as a hen gathers her chickens under her wings, and ye would not! If these men dare not make this assertion, then I will not believe in them, but in the mothers, and in the hearts which God has given them; and I will go my way like a

wanderer, who, in a distant forest, hears a wind whose breath he does not feel.

"What I desired, and still desire, is not to teach the world any new art or science, for I know none; but to make it more easy for the people to master the beginnings of all arts and sciences; to develop the powers of the poor and weak, who are now neglected and given up to desolation; to open the avenues of learning, which are the approaches to humanity; and, if possible, to burn down the barriers which keep the more lowly of the citizens of Europe far behind the barbarians of the North and South in independent intellectual power, which is the basis of all efficient acquirement. They are kept so, because, notwithstanding our empty boasting of universal enlightenment, nine men in ten are deprived of the right of all men, the right of instruction; or, at least, the possibility of using it. May these barriers, after my death, burn with a bright flame! I know that I am only a feeble coal lying in wet straw; but I hear a wind not far off, which shall fan the coal to a blaze. The wet straw around me will gradually dry, grow warm, kindle, and at last burn. Yes, however wet it is around me, it will burn, it will burn!

"The highest attainments can only be reached by means of a finished art of teaching, and the most perfect psychology; thus securing the utmost perfection in the mechanism of the natural progression from confused impressions to intelligent ideas. This is, in truth, far beyond my powers.

"The Egyptian who first fastened a shovel with a crooked handle to the horn of an ox, and thus taught him to perform the labor of a man, prepared the way for the invention of the plow, although he did not bring it to perfection. My services are only the first bending of the shovel handle, and the fastening of it to a new horn. But why do I speak in similes? I ought to state my meaning plainly, and will do so.

"I desire to remove the imperfections from common school instruction; to knit it to the immovable power of nature herself, to the light which God kindles and ever maintains in the hearts of fathers and mothers, and to the desires of parents that their children may be respectable before God and man.

"Children are left till their fifth year in the full enjoyment of nature. They are allowed to imbibe its cheerful influence through every pore. After having thus tasted this bliss of sensuous life, the fair scene of their pleasures at once vanishes from their eyes. They are thrown into badly ventilated rooms; they are doomed for hours, days and years to the contemplation of dry, monotonous letters. Friend, tell me, can the blow of the executioner, which transfers the criminal from life to death, have a greater influence on the body than such a transition from the pleasant teachings of nature to the miserable discipline of our schools? Will men remain blind forever? Will they never look to those primitive sources from which the confusion of minds, the destruction of innocence, the ruin of strength, and all the consequences thereof arise, and which doom many of us to an unsatisfactory existence, and thousands of others to a premature death, or to the abode of the raving maniac?

"My experiments led me to trace the various branches of instruction to their very elements. I endeavored to find out the exact time of life when instruction should begin, and I soon arrived at the conviction that it is the hour of birth. The first tutor is nature, and her tuition begins from the moment that the child's senses are opened to the impressions of the surrounding world. The feeling of novelty with which life surprises the infant, is in itself nothing but the unfolding of the capability of receiving these impressions. It is the arousing of the germs of mental power. The animal is entirely formed, and something above the animal is awakened, which, while it clearly testifies to the destination of the new born being, gives him, at the same time, a positive impulse toward the attainment of that purpose.

Whatever, therefore, man may attempt to do by his tuition, he can do no more than assist in the effort which the child makes for his own development. To do this so that the impressions made upon him may always be commensurate to the growth and character of the faculties already unfolded, and, at the same time, in harmony with them, is the great secret of education.

"The knowledge to which the child is to be led by instruction, must, therefore, necessarily be subjected to a certain order of succession, the beginning of which must be

adapted to the first unfolding of his powers, and the progress kept exactly parallel to that of his development.

"I soon perceived that the simplest and only way to impart instruction, or to frame really instructive school-books, is to discover this order throughout the range of human knowledge, and especially in all those essentials in which the human mind takes its beginning. I saw clearly that the child may be brought to a high degree of knowledge, both of things and language, before it would be rational to teach him either reading or spelling. Seeing this, I felt the necessity of presenting things to children, from earliest infancy, in a manner calculated to draw forth the action of their different faculties.

"Instruction without the assistance of art does no more for us than nature herself; and the only advantage we derive from art is, that it accelerates the progress of nature, thus enabling the individual to keep pace with civilization. Nature, in her advance toward development, invariably follows the important law, that the degree of clearness of our knowledge depends on the greater or less distance of the objects which we perceive. Everything in the surrounding world appears confused in proportion as it is distant from us; whatever, on the contrary, is near, appears more distinct. As far as I am an inhabitant of this world, my five senses are myself; and therefore the clearness or obscurity of my ideas must depend on the distance from which each impression reaches these senses. I myself, as the centre of all my perceptions, become the object of my perceptive faculties. Whatever I am in myself, I can feel and understand better than what is outside of myself; for the former are always clear and distinct, while the latter are often confused; consequently the course of my knowledge concerning myself is one step shorter than that which I acquire concerning other objects. Whatever I know concerning myself is a matter of distinct consciousness; moreover, what I truly know is part of myself, as it is included in the knowledge I have of myself; hence it follows, that I am the point from which I must set out for the acquisition of clear and distinct ideas. Of all things, nothing can be clearer than the principle that all man's knowledge of truth is founded upon his knowledge of himself."

School Museums.

It seems singular indeed that not more teachers in public schools have the idea that they, as well as their colleagues in higher institutions, may also have a museum of natural history for their schools. Might we not find in each public school a collection of various kinds of wood, tree-barks, seeds, seed-pods, fruits that can be preserved dry, interesting pieces of stone, coal, broken up pebbles, lime (burned and unburned), pieces of iron (bent, broken and twisted to show the construction) joints from the necks of domestic birds, or the vertebrae of a pig, sheep, &c., skulls and skeletons of small animals, fishes and reptiles, shells of snails and river slugs, and similar things which can be obtained without any cost, with only a little good will.

Ferns are not to be found in every locality, but it would be easy to obtain some and preserve them in the school museum.

Farther, should it be so difficult to obtain a good picture of a lion, a camel, a palm or any other foreign product of nature. Foreign products are not so difficult to obtain, at least not those which come into consideration in the public school. We may only think of the various spices. Every grocer is willing to let you have a few coffee-pods in which both beans are yet united, whenever he finds some in his stock.

With a good will on the part of the teacher, much can be done, and if the pupil sees a diligent use of the school museum, and the instruction made interesting thereby, then the interest of the pupil will soon show itself by an eager collection of specimens. The teacher soon will have a plentiful supply for the museum, so that he can select that which is worth preserving, replace what has been spoiled by new objects, less characteristic by better ones.

Thus the pupils will learn to see and to observe. They will see in open nature things which the school does not tell them, they will ask for information, and if to this is added, animated by the teacher, a meaning and comparison of the objects found, then the practical demands of life are materially furthered.

An occupation with nature as indicated will also help to develop some manual skill and dexterity, which will be a benefit to the scholar in after life, especially to the mechanic and farmer.

Above I have already indicated the scope of such a collection. In the first place, a scrap book may be obtained, in which to preserve pictures of foreign animals, plants and noted scenery. This collection may consist of lithographs, wood cuts clipped from illustrated newspapers, and photographs neatly pasted to the leaves. The scrap book may be either bought cheaply or made of light Manilla paper.

In connection with this I may mention that stereoscopes and stereoscopic views may be cheaply bought. Geographical instructions may be enlivened and made interesting by views of noted places and interesting scenes. Objects of natural history can be obtained nearly without any expense. Perhaps the only expense which may be incurred, but not necessarily, are a few simple instruments for collection, which can be mostly home-made, and for a little alcohol. For collecting geological specimens, all that is needed is a riveting hammer and cold chisel, or a small stone-hammer with a cutting edge, such as stonemasons use, which can be obtained anywhere. A cold chisel is easily made from an old heavy flat file, which any blacksmith can sharpen and temper. Excavations, quarries and mines should be examined for rocks, earths and fossils. Ask the workmen to look for such things as are desirable, and which look queer to them. A kind word to the workmen will do wonders in assisting the collector.

For pebbles and fossils search also the banks of streams; very interesting specimens are found here. In cutting fossils from rocks care must be taken not to injure them. Rocks should be cut as much as possible in square pieces of about six inches thick. A little practice will soon help. The botanical collection may contain the plants of the neighborhood, at least the rarer smaller plants, especially those poisonous specimens of wood and bark, leaves, blossoms and fruits of trees, of the latter those which can be preserved in a dry state, lichens, mosses, ferns, etc. Smaller plants are to be taken up with the roots, and, if possible, with flowers and seeds. Of larger ones, branches with some leaves near the roots will suffice. The specimens should be placed between soft unsized paper; the poorest printing paper or grocer's tea-paper is excellent.

They should be dried as rapidly as possible, between as much paper as will absorb their moisture, then laid under a board weighted by some heavy bodies, as stones; the pressure should be so as not to crush the delicate part.

To prevent moulding, the paper should be changed after. After drying, place the plants in a herbarium, fasten the specimens by means of small gummed paper slips to the sheet, and write in the lower right hand corner, or on a label pasted to the sheet, the generic and specific, and common English name, locality, where found, date of collections and color of flower, with other remarks. If the name of the plant is unknown mark it by a number or some other sign till the name can be ascertained, then place it in stiff covers which are to contain all the plants of the genus.

Leaves of trees are to be preserved in the same manner.

Dry fruits may be kept in small tin or pasteboard boxes or trays. Specimen of wood may be cut in blocks of about four by four or six inches high, the bark to be left on, and one side to be smoothed with a plane, the other sides left as they are split out. All the implements necessary for collecting plants is a strong knife to take up plants and to cut away wooden branches. Lichens do not need any preparation.—ED. A. KILLIAN in *American Journal of Education*.

DANGER OF PHOSPHORUS.—*The Medical Times and Gazette* mentions the case of a young man who, while travelling from Paris to Lyons, lit a match by scratching it with his thumb nail, and a piece of the incandescent phosphorus penetrated under the nail and made a slight burn, to which he paid no attention. But after an hour the pain became intense, the thumb swelled, then the hand, and next the forearm. He was obliged to alight at a station on the journey and send for a medical man, who declared that immediate amputation of the arm was necessary. The patient insisted on postponing the operation for a few hours until the arrival of his father, for whom he had telegraphed. Before the latter, however, could reach his son it was too late; the poisonous matter had gained the arm, then the shoulder, and any operation became impossible. He died in great agony in only twenty-seven hours after the burn. The case shows the danger of handling phosphorus in the manner described.

EDUCATIONAL NOTES.

NEW YORK CITY.

THE BOARD OF EDUCATION.—The Commissioners met May 19.

The City Supt., reported for the month of April. No. of classes examined was 318
" " found excellent in instruction 217
" " good 90
" " fair 11

The Nautical School has 97 pupils. The instruction, discipline, supervision, sanitary condition, the alacrity and cheerful spirit deserve high praise. The number of pupils on register is 123,863, an increase 4,114.

Inspector of Fuel Ackerman's salary was increased to \$1,800.

Mr. Watson, found that the Inspector's duties grew out of the fact that the cellars of the school-houses were not large enough to hold the coal; he thought they ought not to pay so much for inspecting 12,000 or 18,000 tons. Then he has an assistant at \$1,200. But what does he do? Impossible to ascertain. There was no need of an Inspector of Fuel.

Mr. West said a portable scales was used and the Inspector was present and only the coal was paid for that was delivered. The Committee of Supplies knew their business a good deal better than Mr. Watson.

Mr. Vettmore said the schools were widely scattered and much care was needed to supply the right kind of coal at the proper time and in just quantity. He believed that \$1,800 was just pay for the Inspector.

Mr. Wickham called for the book showing the orders for coal; he thought best to employ three or four men in the summer and one the rest of the time.

Mr. Watson went off into a long winded speech against having an inspector. But it was carried.

The sum of \$1,100 was appropriated to alter the offices. After some routine business adjourned.

Few principals were present, Messrs. White, Boyle, Litchfield and McBrien, and about as many teachers. The matter of the trustees of the 19th Ward did not come up. Mr. West got off a severe thrust at Mr. Watson, recalling a very unhappy phrase used by that gentleman, one that will not be readily forgotten by 3,000 teachers in this city. "This gentleman has said that the teachers are leeches and the trustees are as bad, and he thinks the inspector of fuel does nothing at all." The blanks Mr. Watson has sent out to the Trustees to fill has arrayed them all against him. His visits to the schools do not make him friends among the teachers, "Inform the principal that Commissioner Watson is in the building." "Tell the principal not to dismiss until Commissioner Watson returns."

Judge Duffy, formerly the well known and live principal of Grammar School 29, had a blind boy, named Giuseppe Cappozzi, aged twelve years, brought before him at the Tombs for begging. He was brought from Italy about two months ago and simply taught to say "help the blind." He was left at a crowded thoroughfare on one of the crossings in Chatham st. by his mother every day. It is supposed she has been acting under the influence of a padrone. He was committed to the care of the Emigration Commissioners.

EXHIBITION OF DRAWINGS.—The City Superintendent has notified the Principals that an exhibition of drawings will be held for two weeks, commencing June 16th, at the Hall of the Board of Education, between the hours of 10 A. M. and 5 P. M. They are to be arranged to show the class-room work of the several grades, and to be arranged by grades. From six to fourteen tablets will be allowed to each Grammar Department, according to its attendance, and two to each Primary Department and Primary Schools. Each specimen should have written on the name and age of pupil, and kind of drawing, whether it be an Original Design, or from Dictation, Copy, Memory, or Object. Only one drawing will be received from any pupil. Specimens showing home work will be exhibited in a place set apart for them. On all such drawings, however, the number of schools should not appear.

The commencement exercises of the Law Department of the University of the City of New York were held in the Academy of Music on Thursday evening. Chancellor Howard Crosby presided. Abraham Levy spoke on "Corporations; Their Abuses and the Remedy." Francis Dana Winslow, another member of the graduating class, made an address on "The Electoral Count." Chancellor

Crosby announced the prizes that had been awarded: \$250 for the prize essay to James Edgar Bull; \$100 for the best written examination to James Watson Grierson; \$100 for the best oral examination to Joseph Roura. The diplomas conferring the degree of Bachelor of Laws were then distributed to the seventy-three members of the graduating class. Alfred R. Page, president of the class, presented in its behalf to Professor D. R. Jacques, the leading instructor, a set of law-books. The valedictory oration was delivered by Edward H. Carpenter.

THE NATIONAL ACADEMY SCHOOL.—The closing of the schools of the Academy of Design took place on the 19th with the annual distribution of the medals. The vice-president, T. W. Wood, presented medals and certificates in the Life School: the Silver Medal to Conrad Freitag; the Bronze Medal to Marie Kupas. Honorably mentioned—S. Levi, Addie J. Albright and F. Dietrich. In the Antique School—the Silver Medal to William S. Allen; the Bronze Medal to Edward C. Corbin. Honorably mentioned—Ella G. Condie, J. W. Hays, Luella Walter, Miss L. Goodwin, H. M. King, Alice Le Fevre and A. D. Letting. Professor Willmarth was presented with a gold watch by his students.

JUDGE DALY in his address before the American Geographical Society reviewed the geographical work of 1878 and 1879. Among other interesting facts he stated that the measurement of a new arc of the meridian, instituted by the governments of France and Spain, had been completed. The great difficulty was to extend the line of triangulation from the coast of Europe to the coast of Africa, which, after many failures, was finally accomplished by means of the electric light. The vapors of the Mediterranean proved impervious to the rays of the electric light, and to produce sufficient intensity it was necessary to construct an electro-magnetic apparatus, propelled by steam engines. After twenty days of repeated efforts and failures, the electric light from Tetica, in Spain, became visible to the eye on the African coast, like a round, red-dish disk on the horizon, and on the following day the electric light from Mulaachen, in Spain, was seen, and the work was accomplished, so that we now possess a meridian arc of 27°, the greatest ever measured on the surface of the earth.

COOPER UNION PRIZES.—The following awards in the classes at the Cooper Union Women's Art School were given out on the 20th: Life drawing—First prize, \$30, Miss Bendilari; second prize, silver medal, Miss Ward; third prize, bronze medal, Miss Chase; fourth prize, bronze medal, Miss Archer; fifth prize, bronze medal, Miss Wynant; honorably mentioned, Miss Miller and Mrs. Saltus. Antique drawing—First prize, \$20, Miss Fass; second prize, silver medal, Miss Falk; third prize, bronze medal, Miss Anthony; fourth prize, bronze medal, Miss Chilton. Ornament drawing—First prize, \$10, Miss Huston; second prize, silver medal, Miss Cooley; third prize, bronze medal, Miss Grant; fourth prize, bronze medal, Miss Hanson. Painting—First prize, \$30, Miss Johnson; second prize, silver medal, Miss Parker; third prize, bronze medal, Miss Brewster; honorably mentioned, Miss Hanson. Normal class—First prize, \$20, Miss Clark; second prize, silver medal, Miss Dodge, and third prize, bronze medal, Miss Palmer. The exhibition of the works in the different classes will be shortly opened.

HOUSE OF REFUGE.—The State Board of Charities, one member of which is Commissioner of Education Donnelly reported against the management of this institution. We have seen some of the managers (among whom are ex-Com., of Ed. Halstead, Inspectors Atterbury and Agnew) have come to the conclusion that the Board of Charities has gone too fast; they determined to find mismanagement; they refused to allow the managers to attend their investigation; they accepted testimony only on their side. Mr. Halstead has given no small amount of time and labor to the benefit of this institution and he and his associate will probably demand an investigation that shall not be *exparte*.

THE DEAF AND DUMB.—The anniversary exhibition of the New York Institution for the Instruction of the Deaf and Dumb took place in the Broadway Tabernacle; Erastus Brooks presided. The church was filled to overflowing and on each side of the platform were seated the pupils who were to take part. After the opening prayer by the Rev. Dr. Burchard, Mr. Brooks made a few remarks upon the advancement of the pupils during the last year. He said that the institution was supplied with every convenience for the education of its pupils, who now number

525. Then followed the exercise of the younger pupils, who had only been in the institution four months. The third year pupils were required to write exercises on the blackboard, telling their experience, in concise form, while under instruction. Mr. Peet then explained the method of teaching those who were deaf, dumb and blind. Not the least interesting part was the recitation in the sign-language of a song which had been written for the children's Christmas exercises, by the third year pupils, and also the Lord's Prayer. The program then closed with the recitation of the poems, "The Mute Mother" and "Waterloo," by one of the most advanced pupils. All the addressees, as well as the benediction, which was pronounced by the Rev. Dr. Bevan, were interpreted to the pupils present by Rev. Mr. Peet in the sign-language.

DR. CROSBY.—At the meeting of the Society for the Prevention of Crime, Chancellor Crosby used these brave words. They are true and ought to be spoken. Thanks to him for speaking the truth. Here we have 10,000 places to corrupt and ruin the rising generation. He said:—The law of 1857, prohibits the sale of any intoxicating liquors, to be drank upon the premises where purchased, except at hotels. They all knew that that law was a dead letter. They all knew that New York City does not need 10,000 hotels. They all knew perfectly well that these places that had "Hotel" written over the door, were not hotels in any sense of the word. This was a stupendous, shocking joke, in which there was any amount of iniquity. It was a grand defiance of public law and public opinion, and an assumption of authority by a few in this country, where a majority ought to rule. It was a grand thing to be able to identify the guilty parties. He would tell them who the guilty parties in New York City were to-day. They were the Excise Commissioners! [Sensation.] They were the men who had defied by law, and had said they would make a hotel out of any place they pleased. These men were Richard J. Morrison, Philip Merkle, and George W. Morton. It was his duty to except from this denunciation Mr. George W. Morton, who had steadily refused to put his name to any license for the sale of liquor in violation of law. These Excise Commissioners were the cause of this enormous law-breaking in the City of New York. They all knew what kind of men they were. They were as low as the rum-sellers, and he thought a little lower. He thought the community ought to thoroughly understand this matter of where the responsibility lay. There was some blame with the policemen, who were careless, and with many of our Police Captains, who were worse than careless. There was blame, he remarked, with our worthy Mayor, who did not have the back-bone and strength and character to turn these men out of office at a time when he had the ability to do it; there was blame to be distributed among a great many, but the main great offense lay at the door of the Excise Commissioners.

The *Scientific American* says: The hopes expressed, at the recent dedication of the new building of the Metropolitan Museum, with regard to the future of the industrial art school in connection therewith, bid fair to be realized much sooner than was then anticipated. A liberal gentleman, whose name is withheld at his own request, has offered the trustees of the Museum the use of a piece of ground fronting 200 feet in First avenue, near Sixty-seventh street, and extending in the rear 130 feet, for three years free of rent. In addition, he proposed to erect upon it, at his own expense, a suitable building for such schools, with a frontage of 200 feet on the avenue and two wings running back to the end of the lot. Moreover, he agreed to support these schools for three years at his own expense—allowing them to be entirely under the supervision of the trustees of the Museum during this period. All this he proposed to do in order to demonstrate beyond peradventure the advantages and necessity of such schools. The trustees of the Museum naturally lost no time in accepting the generous proposition.

It is expected that the new building will be ready for the opening of the schools in the autumn of the present year. It will be of brick and stone, and will cost about \$10,000. In these schools will be regular day classes and if occasion seems to demand it, night classes. It is intended that there shall be classes in drawing and design, not only as applied to woodwork and iron, but a painting department will be opened, in which will be taught the principles of mixing colors, their chemical

composition, and the effects of light and temperature upon them, the laws of harmonies and contrasts. Another department will be devoted to technical instruction in woodwork, and probably others in the working of iron and stone.

Diplomas and prizes will be given to the most successful competitors, and every effort will be made to advance and strengthen American industrial art.

ELSEWHERE.

WISCONSIN.—The State superintendent at Wisconsin, in a paper read before a recent meeting says that county superintendents ought to be graduates of Normal schools, colleges, a university, or hold State certificates.

Iowa shows for the year 1879 the grand total received by taxation and otherwise was \$4,031,783.15. This is an average of \$7.00 to every individual in Iowa between the ages of 5 and 21, or about double that for actual attendance.

The Committee, consisting of A. G. Boyden, Bridgewater, Mass.; Homer B. Sprague, Boston, Mass., and W. F. Phelps, Winona, Minn., appointed to examine the essays, in competition for the prize of fifty dollars, offered by T. W. Bicknell, publisher of the *N. E. Journal of Education*, reported in favor of two of equal value. The title of one is "The Proper Functions of the Free High Schools," by H. H. Morgan, and the other, "Oral Teaching: Its Proper Limits and Methods," written by John W. Dickinson, Secretary of the Board of Education, Boston, Mass. In view of the fact that the committee found two essays of equal merit, two premiums of equal value, each of fifty dollars, were given.

THE TEACHERS REST.—In the Highlands of the Hudson, in one of the most beautiful locations, was established in 1876 a Teachers' Rest. The location is Tomkins Cove, Rockland County, just at the entrance of the Highlands, and nearly opposite Peekskill. It consists of a cozy dwelling, abundantly shaded, and commanding a magnificent view up and down the river, with mountains rising on every side. The Rest has a very inviting appearance from the outside; it looks cozy and comfortable. It seems to say, "Come in and stay awhile; and when you accept the invitation and cross its threshold, everything about the house seems to add, 'Now forget all about your troubles and take a good rest.'" The Rest is now in the fourth year of its existence. The idea originated with three ladies, formerly teachers in Rev. Dr. Vaughan's school in Philadelphia. The purpose is to provide a comfortable, healthy resort where teachers can have rest and comfort, at a moderate price and where invalid teachers, or those out of positions, can find a comfortable home, pending a resumption of their duties.

ABOUT four years ago a novel plan for instructing the children of the poor in the art of housekeeping was put into operation at the Wilson Industrial School for Girls, in this city. The little girls were taught in an attractive manner, and with the aid of toy implements, to wash, sweep, dust, set the table, make beds, and a variety of other things, in a neat and thorough way. The system was known as the "Kitchen-Garden." It has gradually extended, until there are now ten or a dozen classes in this city, and others have been formed in Hoboken, Brooklyn, Boston, Philadelphia, and Chicago. Plans have also been made for establishing Kitchen-Gardens in many other cities. A short time ago a meeting was held at a private residence in this city for the purpose of organizing a "Kitchen-Garden Association," so that the principles upon which this system are founded may be improved as much as possible, and that there may be uniformity of action among those interested in it. All children seem deeply interested in this novel method of learning house-work, and last winter a class was formed in Boston from the children of prosperous families; so that it is to be hoped that those who are not poor may also share in the benefits of this system of instruction.—*Harper's Bazaar.*

BROOKLYN.—Rev. Henry Ward Beecher gave an off-hand lecture for the benefit of the family of the Police officer Stone, lately killed in the discharge of his duty, in which he spoke of public encouragement of morality. Every measure which helped to remove temptation should receive the hearty encouragement of all without respect to church, sect or political standing. The despot of to-day lay in the mud and not in the cream of society. The way to secure large hearted morality was by education—the teaching of the generation that is rising a greater

discrimination between good and bad. As far as Brooklyn was concerned she should build larger educational institutions, and better fitted for the exigencies of her population. The common school method was the only one by which they could unite the population. In Brooklyn more educational institutions were required, and Mr. Beecher urged upon his hearers that it was better to build a schoolhouse than a grog-shop, and to spend money in teaching rather than on politicians, honest as they were. (Laughter.) He further said that for schools the best teachers should be secured and that they should be well paid. At present it was a shame to tempt lady teachers to adopt a business which they would leave at the earliest opportunity that matrimony opposed. The lecturer advocated the establishment of public halls, where simple amusements should be given, and the provision of summer recreations for the masses to help to win them from surrounding temptations.

KANSAS.—The educational exhibit at the State Fair, to be held at Bismarck Grove, Lawrence, Kan., Sept. 13 to 18, promises to be something very interesting. Many of the best schools of the State will be represented. The premium list covers six classes of work. For the best high school work in language, mathematics and natural sciences eight cash prizes, aggregating \$70, will be awarded; for the best primary school work in spelling, penmanship, and arithmetic from graded schools there will be three prizes, amounting to \$30; for work in the same branches from intermediate schools three prizes, amounting to \$30; for work in drawing, grammar, composition, and geography from grammar schools three prizes, amounting to \$30; for best work in spelling, language, letter-writing, and arithmetic, through percentage, from rural schools, six prizes, amounting to \$65, and for best set, of not less than five papers, in botany, physiology, or zoology and natural philosophy, one prize of \$20.

Then comes "Lot D," sweepstakes (open to all), with \$20 to be awarded for best set, of not less than three papers, in drawing; \$20 for best work in United States history; \$20 for best penmanship; \$10 for best and \$5 for second-best map of Kansas, drawn in presence of the teacher, from memory; \$50 (!) to the County Superintendent who secures a complete display by schools from the greatest number of schools of his county; second-best, \$30; third-best, \$20.

Lot E embraces scientific collections. It offers \$15 for best and \$10 for second-best collections made by a rural district school, illustrating the botany of Kansas; \$15 and \$10 for ditto in entomology of Kansas; \$15 and \$10 for ditto in geology, and equal prizes for collections in same branches of study from the graded schools.

Finally, Lot F, \$60 for the best and \$40 for the second-best plan for a one-room school house, the plans to belong to the State.

Full information in regard to this interesting exhibit may be obtained by addressing the Secretary of the Western National Fair Association, Lawrence, Kan., or the State Superintendent at Topeka.

SEVERAL men were gathered at the door of a blacksmith shop on Cass avenue the other morning, when a schoolboy, not over nine years of age, came along with tears in his eyes, and one of the group asked:

"What's the matter, boy—fall down?"

"No-o, but I've got a hard 'rithmetic lesson; and I expect to get licked!" was the answer.

"Let me see; I used to be a king-bee on fractions."

The man took the book, turned to the page, and read:

RULE I.—Find the least common multiple of the denominators of the fractions for the least common denominator. Divide the least common denominator by each denominator, and multiply both terms of the fractions by the quotient obtained by each denominator."

He read the rule aloud, and asked if any one could understand it. All shook their heads, and then continued:

"Well, now, I think I should go to work and discover the least uncommon agitator. I would then evolve a parallel according to the intrinsic deviator, and punctuate the thermometer."

"So would I," answered every man in chorus and one of them added: "I've worked 'em out that way a thousand times."

Not one of the men, all of whom were in business, and had made money, could understand the working of the rule, much less make examples of it; and yet it was expected that a nine-year old should go to the blackboard and do every sum offhand.—*Detroit Free Press.*

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

I like the JOURNAL because it is a growing paper. I do not mean in size, for it is big enough for a weekly, but you know a man fills out, matures, becomes firmer and sturdier after he has attained his full height. So it is with the JOURNAL. It gets stronger every week. Hoping you may have still greater success, and promising as opportunity offers, to give you my little mite. J. M.

Ann Arbor.

To the Editor of the NEW YORK SCHOOL JOURNAL:

You advise the teachers to write about their grievances. Here are facts that ought to attract attention. Noon dismissals from the buildings are a serious evil to the child and teacher—making dyspepsies of both—the hours are too long during the day for Primary children—and the vacation breaks are not so frequent for the little ones, as they are in the Public School Colleges (male and female). I have only asked that the little ones shall be treated exactly as are the elder. They have the legal and moral rights to it—although everything is and has been done for the elder at the expense of the health, fair-play, and well-being of the innocent dependent. JUSTITIA.

To the Editor of the NEW YORK SCHOOL JOURNAL.

There is a by-law upon the books of the Board of Education, which compels the Principals of the city schools to make their "Prose and Verse Selections," and the "Selections of Music," for their opening exercises and receptions, from books on the supply list of the Board.

Com. Mason, who seems to be a man of much practical sense, has introduced a resolution to repeal this by-law. It ought to pass. No matter what the motive for their adoption was, they are a standing reflection upon the capacity of the Principals, who are able to do these for themselves. If Principals are not fit to decide these matters they are not fit for their positions. See how it works. Some of our most popular songs and dialogues have been written by our own teachers upon these occasions, and yet by these by-laws they cannot avail themselves of them. Again some of the finest gems in poetry, music and eloquence have appeared and are constantly appearing in the columns of the daily press, and yet it is unlawful to use them. It is this perpetual limitation, this incessant and unjustifiable interference with the details of the system, that brings the Department into disrepute. The sooner the present Board catches the spirit of reform and repeals all such obnoxious by-laws the better. We trust Mr. Mason's resolution will pass without a dissenting voice.

B. B.

BOOK DEPARTMENT.

NEW BOOKS.

WORDS AND NUMBERS. By Henry E. Sawyer. Thompson, Brown & Co.: Boston.

This is a new departure in text books for primary instruction. The manual was originally prepared for primary schools under the author's supervision, and was used in them in manuscript. It is designed for the second year in the primary school, and with the exception of a Reader will be the only book needed that year. On each page the work for one week is prescribed. This consists of a motto or sentiment to be learned, and which also serves as the copy for writing lessons, also short spelling lessons and tables in addition, subtraction, multiplication, or division. We think there is a good idea here; the book will interest practical teachers.

Mr. John Walter Cross, which has been announced as being married George Elliot, was for a long period a resident here, and was ten or twelve years ago a well known society man, a member of the Union Club and prominent among Wall street bankers. He is a nephew of William Wood, lately the President of the Board of Education. While here was a member of the banking house of Dennistoun, Wood & Co. He was forty years of age last March. He was educated at Rugby, and has been a writer for Fraser's and other London magazines. He is very intimate in the literary society to which George Henry Lewes, the late husband to George Eliot, belonged. His brother, Mr. Richard James Cross, is a member of the banking house of Morton, Bliss & Co., in this city. Mr. Wood says: "He is very clever man and she is the brightest woman in all England."

EDUCATIONAL MISCELLANY.

To the NEW YORK SCHOOL JOURNAL.

The Study of Pedagogics.

UNIVERSITY OF MICHIGAN.

The first course of lectures on the Science and Art of Teaching is being delivered during the present college year. The objects of the establishment of this chair are thus stated in the University Calendar.

1. To fit University students for the higher positions in the public school service.
2. To promote the study of educational science.
3. To teach the history of education, and of educational systems and doctrines.
4. To secure to teaching the rights, prerogatives and advantages of a profession.
5. To give a more perfect unity to our State educational system by bringing the secondary schools into closer relation with the University.

The fact that large numbers of University graduates are called to places of responsibility in the State system shows the necessity of introducing this work into the institution which stands at the head of that system, if the most desirable results are to be secured. It will be seen that the 2nd and 3rd objects indicate, in a measure at least, the character of the instruction that will be given in the new department.

The instructor assumes that the art of education has its correlative science, in the same sense that the art of the practice of medicine has its correlative science. The student is taught that there is a body of doctrine which it is well for him to possess in order that he may have a scientific basis upon which to form his art of teaching. It is important for a teacher to know why he does a thing, as well as, how he does it.

A knowledge of the history of educational thought will help the teacher to keep abreast of his times, and will also enable him to avoid mistakes. It is not necessary to comment much further upon the purposes of this new departure in the University; it will be seen, however, that it is not proposed to do ordinary normal school work. Nearly all of our normal schools are chiefly occupied with methods, the University course will make the study of principles, upon a scientific basis, a leading feature.

The materials for such a course of instruction, while plentiful, require selection, collation and arrangement. The instructor must begin his work without text books and without anything like organization in the body of doctrine he is to present.

There are prejudices to be overcome from without and from within. There are those who think there is no such thing as a science of education, and who, of course consider the scheme utopian. Some of those who attend the lectures, from apathy, from want of experience, from low conceptions of the great work of education, or for other reasons will have the effect of discouraging rather than encouraging the professor in the discharge of his arduous duties. It is pleasing to note however, that a large number of the students now in attendance upon the various courses of the University have availed themselves of the instruction given in this department and highly appreciate it.

In my humble opinion the University and students may congratulate themselves that a man so eminently qualified for the work as W. H. Payne, M. A., has been called to occupy this important chair. A man, with an experience of twenty years ranging through all the grades of professional duty in the Michigan system of education, he knows whereof he speaks when he gives caution, warning or suggestion to those who intend to enter upon the teacher's vocation. A number of years spent in systematic and scientific study of educational topics has served to broaden and deepen his views to such an extent that he can be neither a rider of hobbies, nor an advocate of "pet theories." He will not be an extremist but will rather take the golden mean in this great work.

There will be those who will not appreciate his efforts in their behalf until they have had a few years experience. Some who have not, and, perhaps, never can have a true conception of the teacher's vocation will pronounce the chair a failure; there will be discouragements of various kinds, but I believe that, unless some untoward event happen, the future will show grander results as the effects of the establishment of this chair in the University of Michigan than the most sanguine of

us now even dare to hope. Certain it is, that it will largely depend upon this movement and other similar movements that other universities may make, whether in the business of education, system shall take the place of chaos, harmony the place of conflicting opinion; whether truly scientific methods based upon scientific principles shall be substituted, for dogmatic statements based upon empiricism. The professor may well tremble in undertaking such a work, and nerve himself for the accomplishment of such a task. J. MONTGOMERY.

Nineveh.

Porter C. Bliss, of New York, President of the American Philological Society, read a paper on the "True Site of Nineveh," which, he contended, was on the Upper Euphrates, at the point known in latter times as Hierapolis and now called Jerablus. A controversy on this point has come down to us from the time of the Greek historians, of whom Ctesias and Diodorus Siculus located Nineveh and the primitive Assyrian Empire on the Upper Euphrates, while Herodotus is the earliest authority appealed to for the location on the Tigris. It is generally supposed, even by well informed men, that the question has been decided by the excavations of Botta, Layard and George Smith, who have found abundant ruins of palaces, temples and fortresses and a great quantity of cuneiform inscriptions on the Tigris. Mr. Bliss says that these discoveries prove too much, for each of the three explorers above named claimed to have discovered Nineveh at different points within a radius of some fifteen miles from Mosul. The Nineveh of Botta and that of Layard have been quietly abandoned by their supposed discoverers, as the inscriptions, when deciphered, showed that they could not be identified with that famous capital. Quite recently the mound of Koyunjik, opposite Mosul, has been believed by nearly general consent to be Nineveh from the impossibility of finding a more plausible locality in that region. The discovery of the palace and library of Assur-bani-pal, at that point, has been supposed to clinch the matter. Mr. Bliss, however, pointed out that Assur-bani-pal could not be identical with the Sardanapalus of the Greeks, as claimed by George Smith, and that the ruins about Koyunjik are insignificant in size as compared with the great city, three days' journey in circumference, as described in the Bible and by classic authors. Sir Henry Rawlinson now believes that Nineveh was a name applied to the whole group of cities on Tigris, including Khorsabad, Koyunjik and Nimrud, the three claimants for the site. This hypothesis Mr. Bliss accepted as referring to the comparatively brief period of the second Assyrian Empire, which arose after the destruction of the first, and admitted that the name Nineveh might be loosely applied to any or all of those capital cities, just as the name Rome became synonymous with the Empire, and subsequently was applied in popular parlance to Constantinople. The inscriptions on the Tigris made no mention of the most famous names of Assyrian history—those of Nimrod, Ninus, Semiramis and Sardanapalus—which referred exclusively to the primitive Nineveh which subsisted above a thousand years on the Upper Euphrates until destroyed by the Medes. Mr. Bliss traced in later historians the continued memory of the site of Nineveh at Hierapolis, on the Euphrates, citing the evidence of Suetonius, Tacitus, Ammonius, Marcelinus and Philostratus; also the evidence of coins bearing the name of Nineveh Claudiopolis and the occurrence of the name Vetus Niniva at the spot on several old maps.

What Our Ancestors Believed.

This was the doctrine taught to our heathenish ancestors, the Britons, long before the light of the Bible had visited them.

Ymir, according to the sacred books of the old Scandinavian mythology, was a vast frost giant, mysteriously engendered out of frozen vapor. Odin was a valorous god, and, with the aid of his brothers, slew him. Having dragged him into the midst of space, they dissected his huge body, and of its material they formed the earth and heavens. The oceans, lakes and rivers were formed from his blood. In the midst of the waters they heaped his flesh and it became solid ground. With his bones the vast mountain ranges were built. Breaking up his jaws and teeth, they became the stones and pebbles of the earth and shore. Of his great skull they built the hollow dome of heaven, and scattering his brains in the air they became the clouds. Earth, sea and sky thus

formed were laid in the midst of the branches of that truly gigantic ash tree, Yggdrasil, whose trunk, dropping deep below the earth, spread its roots far and wide through the primordial abyss, while its branches, stretching far away through all the highest heavens, bore the stars as fruit. A huge snake, Midgard, lying in the sea, encircled the earth in his folds. Beyond these, as the outer edging of the world, inclosing the oceans and the great serpent, a mountain range of ice lifted itself to the skies. Over all the sun and moon winged their way, chased through the sky by ravenous wolves that always sought to devour them.

The Hindoos believed still stranger things. Every four million years Brahma becomes weary of creating and upholding the universe, and falls asleep. The elements, taking advantage of his protracted slumber, send a deluge high above the earth, sun and moon, destroying everything. But no sooner does he awake than he recommences the labors of creation—building up, as before, ten worlds in succession, one being located directly over the other, each teeming with new and living forms. Our world is the eighth in the ascending series, seven worse worlds below and two better ones above. In form the earth is flat like the flower cup of the water lily in which the petals project beyond each other on the waves. Including sea and land, the diameter is only about seven hundred thousand million of miles. There are several very interesting oceans, one of which, next to the place of our abode, is filled with salt water—another with sugar cane juice; one with spirituous liquors; one with clarified butter; another with sour curds. The mightiest ocean of all is filled with sweet water. Surrounding all, and constituting a stupendous flaming girdle, extends a vast circular continent of purest gold. Of all the lights that Brahma has hung in the heavens over this stupendous world, the sun is nearest the earth. The moon is twice as far away; then come the smallest of the fixed stars; next the planets—Mercury, Venus, Mars, Jupiter and Saturn—while beyond them all lie the Great Bear and the polar star. To this astonishing and ridiculous system of cosmogony the whole Hindoo faith is committed, and so committed that they stand or fall together. The millennium of science even must sweep that monstrosity from the world.

The Buddhists, in their sacred book, the *Shastras*, tell us that there are many systems in the universe; that each consists of three worlds, of circular form, so joined at the edges that an angular space intervenes, which constitutes their common hell. Each system is supplied with sun and moon, which perform their journeys through the sky, returning at night through a void space underneath. In the centre of each world there is a vast mountain, 40,000 miles in height, surrounded by a circular sea of almost immeasurable depth. Inclosing this sea is a range of mountains 30,000 miles in height, another sea less in depth, and another range 20,000 miles in altitude, and the seas growing more shallow, until the mountains have dropped to mere plains, and the encompassing sea on the outer rim is only a single inch in depth. On these mountains are vast forests, in which there are trees growing to the height of four hundred miles, haunted by singing lions that leap two miles at a bound. In these seas there are fishes that are only seven thousand miles in length!

An Educational Library. ✓

Physicians, clergymen, and lawyers find it imperatively necessary to read and study constantly; but the great majority of teachers, who occupy in society positions of hardly less importance and responsibility fail to follow this example. On this account the teacher and the profession has fallen into disrepute, and there has arisen a common belief that any one can teach. A wise teacher reasons as a woman does when she buys a sewing-machine, or a farmer does when he buys a mowing-machine. He avails himself of the thoughts and discoveries of others on education. Hence the importance of educational publications; they are certainly the cheapest, readiest, and surest means a teacher can employ to keep himself and his school up in front. To be a first-class teacher, you must know what the most skillful of your profession would do in your place.

The Books to be owned may be divided into classes. 1. Works on the theory and practice of teaching; Kiddle and Calkins's *How to Teach*, Hill's *True Order of Studies*, Alcott's *Record of a School*, Calkins's *Object-Lessons*, Fitch's *Art of Questioning*, Hart's *In the School-room*, Page's

Theory and Practice of Teaching, Sheldon's *Elementary Instruction*, Wickersham's *Methods of Instruction and School Economy*, Ogden's *Art of Teaching*, Johnnot's *Principles and Practice of Teaching*, Root's *School Amusements*, Holbrook's *Normal Methods*, Agassiz's *Methods of Study in Natural History*, Sizer's *How to Teach*, Brooks' *Normal Methods of Teaching*, Bray's *How to Educate the Feelings*, Peabody's *Guide to the Kindergarten*, Orcutt's *Teachers' Manual*.

2. Works pertaining to the Principles of Education. Also Spencer's *Education*, *Intellectual, Moral, and Physical*, Horace Mann's *Lectures and Reports on Education*, Abbott's *Gentle Measures in the Training of the Young*, Dr. Clarke's *Sex in Education*, Carill's *Child's Book of Natural History*, Steiger's *Educational Papers*, Orton's *Liberal Education of Woman*, Brackett's *Education of American Girls*, The *Chautauqua Text-Books*, Dwight's *Higher Christian Education*, Porter's *Books and Reading*, Bacon's *Manual of Gesture*, Bain's *Education as a Science*, Northend's *Teacher and Parent*, Jewell's *School Government*, Atkinson's *On the Right Use of Books*, Hailman's *History of Pedagogy*, Rosencranz's *Pedagogies as a System*, Whitney's *Life and Growth of Language*, Whitney's *Language and Study of Language*, and Kiddle and Schem's *Cyclopedias of Education*.

3. Works pertaining to the History of Education. Dr. Barnard's *Journal of Education*, 28 vols., Also some of Dr. Barnard's special treatises on education; viz: *Object Teaching and Methods*, *Papers for Teachers*, *Educational Biography*, *German Pedagogy*, *English Pedagogy*, *American Pedagogy*, *National Education*, and *Technical Education*.

4. Works on mental and moral science: Gow's *Morals and Manners*, Cowdery's *Moral Lessons*, Willard's *Morals for the Young*, Bain's *Moral Science*, Hopkins's *Law of Love and Love as a Law*, Schumaker's *Psychology*, Bascom's *Principles of Psychology*, Carpenter's *Mental Physiology*, Seelye's Hickok's *Moral Science*, Bascom's *Ethics or Science of Duty*, Day's *Science of Ethics*, Day's *Elements of Psychology*, Upham's *Mental Philosophy*, Wayland's *Elements of Intellectual Philosophy*, Spencer's *Principles of Psychology*, Porter's *Elements of Intellectual Science*.

5. Biographies. Also, the *Life of Horace Mann*, Laura Bridgman, Pestalozzi, Froebel, Margaret Fuller, Emma Willard, Alice and Phoebe Cary, Sarah B. Judson, Mary Lyon, Elihu Burritt; and Miller's *Schools and Schoolmasters*, Starling's *Noble Deeds of Women*, and Sweetser's *Artist Biographies* (five vols.)

6. Miscellaneous. The poetical works of Shakespeare, Milton, Longfellow, Tennyson, Bryant, Whittier, Holmes, Lowell, and Taylor; *Health Primer*, Macaulay's *History of England*, Taine's *English Literature*, Chamber's *English Literature*, Browne's *Trees of America*, *Hand-Book of Popular Quotations*, Milman's *Gibbon's History of Rome*, Knight's *Popular History of England*.

Gladstone as a Student.

Notwithstanding that he gave his heart to the study of financial concerns as he grew to manhood, he is said to have been by no means a brilliant arithmetician in his more juvenile days, and on this head Dean Stanley not long ago chose to point an appropriate moral. "There is a small school near Liverpool," said the Dean, "at which Mr. Gladstone was brought up before he went to Eton. A few years afterward another little boy, who went to this school, and whose name I will not mention, called upon the old clergymen who was the head-master. The boy was now a young man, and he said to the old clergyman, 'There is one thing in which I have never in the least degree improved since I was at school—the casting up of figures.' 'Well,' replied the master, 'it is very extraordinary that it should be so, because certainly no one could be a more incapable arithmetician at school than you were: but I will tell you a curious thing. When Mr. Gladstone was at the school he was just as incapable at addition and subtraction as you were; now you see what he has become. He is one of the greatest of our financiers.' Archdeacon Jones was Mr. Gladstone's first school-master.

In September, 1821, Mr. Gladstone, then in his twelfth year, went to Eton, where for six years he devoted himself with more than ordinary assiduity to the work of the school, distinguishing himself chiefly by the poetic and other contributions he put forth in *The Eton Miscellany*, a magazine to which Arthur Henry Hallam, G. A., (after-

ward Bishop) Selwyn, F. H. (now Sir F. H.) Doyle, and others supplied articles.

On leaving Eton in 1827 he was placed under Dr. Turner, afterward Bishop of Calcutta, with whom he continued two years; and in 1829, being then in his twenty-first year, he proceeded to Christ Church, Oxford, and in 1831 took the highest honors in the University—a double first-class. During his short but brilliant University career his Tory proclivities were undoubtedly strengthened; for the traditions of the University were all in that direction, and the collegians with whom he was more intimately associated were for the most part both Tories and High Churchmen. In the debates of the Oxford Union, of which for a time he was president, he took a very prominent and active part. The great question of Reform, which then was at its height, found in Mr. Gladstone a strong opponent: and the last motion that he made as a member of the society was in opposition to a motion for the immediate emancipation of the slaves in the West Indies. Read in the light of later experience, it seems almost incredible that a mind of such comprehensive grasp as Mr. Gladstone's should have been narrowed down and fettered by party leanings as his was at this period. He himself told us, not many months ago, that he did not learn, when at Oxford, that which he had learned since, viz., "to set a due value on the imperishable and the inestimable principles of human liberty."

ASTONISHING THE NATIVES.—Mr. Whymper won the admiration of his Alaskan friends by the exhibition of few of those amusing pyrotechnic toys termed *Pha-noh-serpents*. Sir Samuel Baker found a galvanic battery a sure source of astonishment in savagery. At parting with Rot Jamar, of Fatiko, the traveller placed the two handles of the apparatus in the hands of that potentate, which gave him a shock, and sent him away surprised and delighted; and nothing pleased the King of Unyoro so much as witnessing the effect of electricity on the members of his court and household, every one of whom was compelled to undergo the operation; Kamrai insisting upon the operator putting the battery to its utmost power and going into roar of laughter at the sight of his favorite minister rolling on his back in contortions, without the possibility of letting the torturing handles fall from his grasp.

The author of "Two Years in Fiji" found a scarifier (a kind of cupping-glass) of even greater service to him-self, while yielding unbounded delight to the natives. "Nothing," he writes, "was considered more witty by those in the secret than to place this apparently harmless instrument on the back of some unsuspecting native and touch the spring. In an instant twelve lancets would plunge into the swarthy flesh. Then would follow a long-drawn cry, scarcely audible amidst the peals of laughter from the bystanders. As soon as the native recovered from the alarm consequent on the suddenness of this attack, he would ask to have the application repeated perhaps six or seven times. The reason of this was not very evident at first, but I found by-and-by that the operation was considered a wholesome one, and also that the regularity of the marks left on the skin was much admired. At a time of great scarcity, when the natives refused to sell any food, I bethought myself of the scarifier, and by exacting a taro-root from each person who wished to be operated on, succeeded in collecting enough supplies to complete the journey."

A missionary stationed at one of the South Sea Islands determined to give his residence a coat of whitewash. To obtain this in the absence of lime, coral was reduced to powder by burning. The natives watched the process of burning with interest, believing the coral was being cooked for them to eat. Next morning they beheld the missionary's cottage glittering in the rising sun white as snow. They danced, they sang, they screamed with joy. The whole island was in commotion. Whitewash became the rage. Happy was the coquette who could enhance her charms by a daub of the white brush. Contentions arose. One party urged their superior rank; another obtained possession of the brush, and valiantly held it against all comers; a third tried to upset the tub to obtain some of the precious cosmetic. To quiet the hubbub, more whitewash was made; and in a week not a hut, a domestic utensil, a war-club, or a garment but was as white as snow; not an inhabitant but had a skin painted with grotesque figures; not a pig that was not whitened; and even mothers might be seen in every direction capering joyously, and yelling with delight at the superior beauty of their whitewashed babies.

New York State Teachers' Association.

THIRTY-FIFTH ANNIVERSARY.

The thirty-fifth Anniversary of the New York Teachers' Association will be held at Canandaigua, N. Y., commencing Tuesday, July 20, 1880, at 2 o'clock P. M.

The Local Committee will receive teachers at the depot, conduct them to the headquarters at the Canandaigua Hotel, and assign them boarding places. Teachers are requested to retain their checks for baggage until their names are registered and their boarding places assigned.

PROGRAM.

TUESDAY AFTERNOON.—Address of Welcome, Capt. John Raines; Response, Hon. Neil Gilmour, Superintendent of Public Instruction, Albany; President's Address; the Condition of Education—report of standing committee: R. E. Post, Ithaca; James P. Harrington, Utica; George A. Bacon, Syracuse; W. W. Newman, South Onondaga; Charles R. Abbott, Brooklyn; Discussion of Report—opened by Sherman Williams, Flushing; Chas. E. Surdam, Port Washington. Appointment of committees; miscellaneous business.

TUESDAY EVENING.—Exhibit of Drawing—Report of Committee: E. C. Cleaves, Cornell University; John O. Nichols, Yonkers; John W. Stewart, Penn Yan; Mary J. Dyer, Brooklyn; Maria L. Dashley, Utica; Mary A. Hicks, Syracuse; Emily A. Weaver, Elmira. Relations of Science and Education, E. L. Youmans, New York.

WEDNESDAY MORNING.—The Physical Basis of Life, Dr. Mary Putnam Jacobi, New York. Improved Methods of Education—Report of Standing Committee: Samuel G. Love, Jamestown; Charles H. King, Stapleton; J. E. Bradley, Albany; C. W. Wasson, Portville; George L. Farnham, Binghamton. Discussion of Report—opened by W. J. Milne, Geneseo; Charles V. Parsell, Fort Plain; Casper G. Brower, Tarrytown; A. M. Kellogg, New York. Miscellaneous business.

WEDNESDAY AFTERNOON.—Home Study and Culture for Teachers: Francis P. Lantry, Manlius. Discussion—Opened by Noah T. Clark, Canandaigua; D. H. Cochran, Brooklyn; T. B. Stowell, Cortland; J. E. Oliver, Cornell University.

WEDNESDAY EVENING.—Necrology—Report of Standing Committee: Charles O. Roundy, Moravia; J. A. Reinhardt, Westchester; Luther B. Newell, Westport; Adel M. Kenyon, Buffalo; Jennie B. Brooks, Elmira. The Curriculum of Study: Rev. S. R. Calthrop, Syracuse.

THURSDAY MORNING.—Supervision and Licensing Teachers—Report of Special Committee: John B. Riley, Plattsburgh; J. H. Hoose, Cortland; M. McVicar, Potsdam; Henry Kiddle, New York; H. R. Sanford, Middletown; Benjamin B. Snow, Auburn; L. S. Packard, Saratoga; E. V. De Graff, Albany; David Beattie, Troy. Discussion—Opened by J. W. Mears, Ham. Coll.; Charles W. Cole, Albany; James McLachlin, Jr., Groton; John Kennedy, New York.

THURSDAY AFTERNOON.—Relations of Education and Crime: Josephine Shaw Lowell, New York. An Outside View of Education: C. E. Bishop, Jamestown. Discussion—Opened by E. P. Powell, Clinton. Report of Committee on Time and Place. Reports of Finance Committee and Treasurer.

THURSDAY EVENING.—Examinations, their Use and Abuse: David Murray, Secretary Board of Regents, Albany. Report of Inspectors of Election. Introduction of New President. Report of Committee on Resolutions.

FOR THE HOME.

In Prison.

BY MRS. A. ELMORE.

It was one of the saddest sights that I ever saw in my life. Sixteen hundred men in companies, marching into dinner in a long hall which was built of stone, with grated windows, and had a stone floor; the tables were narrow planks, with a guard rail on one side; the seats were narrow benches. To each man was allowed a tin basin, tin cup, knife, and spoon. They marched in with faces all turned the same way, and as closely together as they could step, with a very short step; each man had his hands on the shoulders of the one who preceded him. The leader held his jacket fronts with his hands; all wore striped clothing and little caps of striped cloth.

When every man of a company had ceased to eat they rose and trotted out, each one taking his knife and spoon in his hand. At the door stood two boxes, and a very sharp-eyed officer counted to see that every one dropped his spoon in one

box, his knife in the other. Not one was permitted to speak. Just think of it when you sit down at your pretty table, with flowers on it, and napkins, and silver bell, and all the nice food. When you all laugh, tell jokes, and plan pleasures, think of that dreary dining-room and that great body of silent men. Nearly all of them are very bad—would not be good if they had their liberty; but some are there because they foolishly went into bad company, and circumstances were against them.

Now a stain rests on them for life, even if they are pardoned; their names are sullied, and their children and grandchildren will be taunted with it long after they are dead.

The prisoners are nearly all young men. Some were trained to crime from babyhood up; some were country boys, who fancied that every body in New York became rich without any trouble. So they came here and learned a sad lesson, like those boys in "The Broad Road," story of the March and April COMPANIONS.

Very few visitors are permitted to see the prisoners; but I have some very nice friends at Sing Sing, who go to the prison every day and have convicts hired from the State to work for them. They obtained permission for me to go in. I met the warden, who is a very kind man, yet rules his prisoners with "a rod of iron," as the saying goes; but they all love and respect him for that very reason. He gives them good food, and plenty of it. From a great pile of loaves he brought one to me, which was white and sweet as any one could wish to eat. Their clothes are clean and comfortable; their cells are clean, but O so narrow, it seemed terrible to think of being shut up there all night.

It seems sad, but it is true, that many of those men never have as good food, clothes, or bedding as when they are in prison.

Many of them cannot read or write. Many are well born, but drink has taken them there. The warden receives such sad letters from the friends of his prisoners that he sheds tears over them himself. He permitted me to read some, and I did not wonder they made him sad.

We will hope that no scholar in this great school will ever forget the loving counsels of the COMPANION, and make one of that army who must be shut away from his fellows for their safety and his punishment.

The only way to prevent it is, always and at all times to be on the right side, and choose only good pure-hearted friends.

Benjamin West.

When Benjamin was seven years old, he was put to watching a sleeping baby; some inspiration seized him and he drew it with a pen. His parents were pleased, and in no great space of time the home was filled with works of art, such as they were. A neighbor took a fancy to six chalk heads the boy had made, and gave him six dollars for them. So far, he had no paints or brushes; his colors were charcoal and chalk, mixed with the juice of berries, and laid on with the hair of a cat drawn through a goosequill. He got from the Indians the red and yellow earths used by them at their toilets. His mother's indigo pot supplied the blue; from these he made the rest.

A Mr. Pennington, of Philadelphia, made a visit to Chester county, where he saw this boy. When he returned, he sent him a present—a box of paints and brushes, and several pieces of canvas prepared, and six engravings by Greveling. They were the first works or implements of art the boy had ever seen. He copied the engravings, representing by colors the light and shade of the pictures. Two of them are now to be seen in Philadelphia. Mr. Pennington was so pleased that he gave him a home in his own house. Here he saw the first painting in oil, except his own, that had ever fallen under his eye.

He visited a small gallery of paintings. At this time his price for a head was \$12.50; a full length, \$25. He now came to New York, where he was better paid; and having, at the end of eleven months' hard work, a little money laid aside, he determined to go to Italy. A ship laden with flour was sailing from Philadelphia for Leghorn, and he went aboard of her. In a few weeks he stood awe-struck in the Sistine Chapel, before Raphael's pictures. The celebrated blind Cardinal Albani, hearing he was a native of the New World, asked if he was a white man. "Yes." "How white?" "A considerable whiter than yourself." After four years of study he went to London. Not long after, wanting to paint the "Battle of La Hogue," a British admiral took him to Spithead, and sent a squadron out to sea, and put the ships into action, firing broadsides to give the painter a chance of seeing smoke roll off from a naval engagement. He was elected President of the Royal Academy.

Some of his paintings have come to this country; the best is his "Healing the Sick." He died London 11th of March, 1820, and was buried in St. Paul's Cathedral, where his ashes still sleep.

CAUSES OF FATIGUE IN READING.—Dr. Javal, director of the Laboratory of Ophthalmology of Paris says. The fatigue of the eyes which is so often complained of by literary men he believes due to a permanent tension of accommodation; reading requires constant, steady strain of the eyes, while many other occupations demanding close, do not need constant sight. His researches extend to the question of great economical importance: Give a surface of paper and a number of words to print upon it, what rule will secure the maximum of legibility? The answer is: Other things being equal, the legibility of a printed page does not depend on the height of the letters, but on their breadth. The fact is of special importance in the preparation of school books, and Dr. Javal's suggestions should receive the attention of publishers, type founders, and school boards.

"Women Never Think."

If the crabbed old bachelor who uttered this sentiment could but witness the intense thought, deep study and thorough investigation of women in determining the best medicines to keep their families well, and would note their sagacity and wisdom in selecting Hop Bitters as the best, and demonstrating it by keeping their families in perpetual health, at a mere nominal expense, he would be forced to acknowledge that such sentiments are baseless and false.—*Picayune*.

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A Few Words.

We send out every week some extra copies of the JOURNAL, to those who are not subscribers. We beg to say a few words to them. (1) Your capital is not so much knowledge as ideas. You need the best thoughts of those who are in the same line of work as yourself; you ought to have them. Your pupils would feel the effect of them. (2) A man might get along ten years ago without an educational journal; but he could not be much of a teacher. (3) Summon up courage to try the JOURNAL. You will not regret it.

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If any paper or person deserves eminent and abundant success, it is the NEW YORK SCHOOL JOURNAL and its genial, hard working editor. We are glad to notice evidences of its prosperity.—*Buffalo School Journal*.

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A remarkable clock is being constructed by Henry Haven, of Campello, Mass. It is built after the style of an old-fashioned eight-day clock, and standing eight feet high by two wide, and made up of over ten thousand different pieces of wood of the following kinds: Black walnut, white holly, mahogany, tulip, cocoboa, viginatoco, rose wood, satinwood, amaranth, sandal, ebony and fine fingered oak, all inlaid in intricate patterns. The crown or top is of black walnut, and is supported in front by two pillars composed of inlaid woods of different kinds. One panel in the door contains over fifteen hundred pieces. The face will be made of black ebony with inlaid figures of white holly.

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Charles Francis Adams, Robert C. Winthrop and Rev. Dr. Bartol, are the owners of three of the most valuable private libraries in Boston. Mr. Adams has added many desirable books to the collection left by his father and grandfather, a large number of the volumes treating of coin moneys of ancient and modern times. Henry James, Sr., owns 4,000 volumes, principally philosophical and historical works, every one of which he has read through.

The freakishness of the "old book" mania was well exemplified at a recent New York auction, where a copy of Purchas's "Pilgrims," which lacked a title page, one of the original maps and several pages of text, and was otherwise imperfect, sold for the handsome sum of \$165; while a much better copy had been disposed of at the same place shortly before for only \$20.

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